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California School for the Deaf, Riverside, California

Volume 2, Number 4

March 1957

# Calendar of Events

## APRIL

- 7—Children return to school
- 19—School closes at noon (Good Friday)
- 26—Parent visiting day
- 28—P.T.C.A. Meeting

## MAY

- 4—Circus Capers in Social Hall - 7:30-9:30 p.m.  
Middle School Rotating Classes
- 10—Dramatic Club Assembly
- 18—Boy Scout overnight outing to Camp Emerson
- 20—Award Night Assembly
- 21—Girl Scout Cookout
- 24—Lower School Rhythm Program
- 25—Athletic Banquet and Junior-Senior Prom
- 28—Lower School Picnic
- 30—Memorial Day - School will be in session  
Senior Night Assembly
- 31—Parent visiting day

## JUNE

- 5—Commencement
- 7—School closes for summer vacation

# Education of the Deaf and the Hard of Hearing

RICHARD G. BRILL, Superintendent  
California School for the Deaf, Riverside

The title of this paper, "Education of the Deaf and the Hard of Hearing," ties together two subjects which are all too often grouped and thought of as one area of education. Actually, these are two discrete subjects which should not be combined as one within an educational system nor should they be discussed together except from the point of view of the contrast between the two. One of the major criticisms that can be made of programs for children with hearing impairment is the fact that too many educators do not recognize the difference between the deaf and the hard of hearing and have little or no realization of the educational problems, and thus of the educational techniques, which differentiate the two.

In addition to this lack of knowledge on the part of too many educators is the unwillingness to differentiate on the part of many parents. This unwillingness to differentiate comes from the unwillingness on the part of some parents to accept the handicap of deafness in their child and the rationalization that somehow or other there is less stigma to being hard of hearing than to being deaf, which in turn leads to the lack of knowledge of the difference in the educational methods required for the two groups.

## Distinction Between Deaf and Hard of Hearing

The Conference of Executives of American Schools for the Deaf has defined the deaf as those in whom the sense of hearing is non-functional for the ordinary purposes in life. This definition is elaborated upon somewhat, and perhaps made more meaningful, by the report of the Competencies Committee, published in the pamphlet **Teachers of Children Who are Deaf**, published by the United States Office of Education this year. This Committee states, "For purposes of our discussion, we need to define the deaf child in terms of the extent to which his impaired ability to communicate by speech and hearing affects his psychological and educational potential. The

child with whom our recommended competencies are concerned is the child who has not developed the expressive and receptive skills of communication prior to the onset of deafness. He cannot initiate language through speech nor can he understand the speech of others as is normally done by a hearing child at an equivalent level of maturation. In addition, we may be concerned with the child who has acquired some skills of communication prior to the onset of deafness, but who is at a level of competence in language that requires special technique to develop it."

In contrast to the deaf child who is defined and elaborated upon above, the definition of the hard of hearing person is one in whom the sense of hearing, although defective, is functional with or without a hearing aid.

When we talk about the education of the deaf child then, we are talking about the education of a child whose basic handicap is first of all a lack of knowledge that there is such a thing as a system of language for communication. This results in a complete lack of knowledge of any communication skills and the educational problem is one of teaching communication skills in all its forms, and on top of that, of teaching the other phases of education which are normally thought of as the total job of our elementary and secondary school programs for all children. This means the deaf child must learn the English language; he must try to learn to speak it, to recognize it from the lips, to learn to use it in its written form and to recognize it in its printed form. He must continually try to build a vocabulary in spite of the fact that he can get very little of this knowledge on the basis of his casual day to day living, as all hearing and hard of hearing people do. It further means that the methods of teaching the elementary school subjects such as reading, social studies, science, arithmetic, and the others must be modified and these subjects taught in a different manner because

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the deaf child does not have the communication skills and does not have the basic knowledge of the English language that other pupils have.

#### **Basic Rules—Forgotten or Ignored**

Sometimes, and in fact all too often, the realization that the deaf child must have a different kind of education, and many special things in his education, makes a teacher or a school or a school system completely forget or ignore many of the general basic rules of education which apply regardless of the type of education involved.

What are some of these general rules which are recognized as basic to a good educational program and which all too often are forgotten or ignored in the overall desire to establish a specialized program for the deaf child?

It is fairly well established that it is important to have properly qualified teachers when establishing any kind of program. To determine who is a properly qualified teacher of deaf children means that an individual should have some idea of the particular skills needed to teach deaf children. There is general agreement within the profession that a teacher of the deaf must first of all have the technical knowledge of how to teach the English language to a deaf child who, to begin with, has no conception that there is such a thing as the English language. It is also agreed that every hearing teacher of the deaf should be able to teach speech to the deaf child. It is a matter of teaching speech to a child who has never heard the English language and who, while he may be able to hear a small number of sounds on certain frequencies, does not have enough hearing to be taught speech through his hearing. He has no speech to begin with to be corrected. Thus the type of speech that the teacher of the deaf teaches utilizes an entirely different skill than the type of work done by a speech correctionist.

A qualified teacher of the deaf must know how to teach reading to a deaf child who again has no knowledge of words until he has the opportunity to learn them as printed or written symbols. It is a very different matter from teaching the hearing child to read who only has to learn to recognize the printed symbol for a word he already knows through his hearing. In spite of this there are many classes of deaf children being taught by teachers who have had little or no training in how to teach language to the deaf child, speech to the deaf child, reading to the deaf child, and in fact who have never taught any deaf

child in the process of their preparation as teachers.

Leaders of education today generally recognize that good supervision is necessary for a good educational program. The good supervisor improves instruction through improving the techniques of the classroom teacher, through helping in the development of curriculum and curriculum modifications, and through helping to gather and get the most use out of various types of educational materials, audio-visual, and others. Any and every classroom teacher of the deaf needs the help of a supervisor. The inexperienced teacher is particularly in need of this help. But the teacher of the deaf needs the help of a supervisor who knows as much or more about teaching deaf children than the classroom teacher himself knows. A supervisor in the area of general education who has had no experience teaching deaf children is of little help. A special education program that takes a teacher with limited preparation in his field, puts him into a classroom with no one to give him outside help, does a grave injustice to the defenseless children in the class.

Good educational programs in the field of general education consider a certain amount of homogeneous grouping to be important. We have nearly seen the end of the little red schoolhouse with one teacher having anywhere from two to eight grades within a single classroom, and at times having a chronological age span within a classroom of from four to 12 years. There is little argument among people in general education that the consolidated school district, which brings more children into a school, is a great improvement over the old country school. The larger school provides for better grading, more and better equipment, and supervision for the teachers, all of which result in a much better education for the individual child in the school. And yet we frequently see a program set up for deaf children with an age range from six to 16 in the same classroom. The fact that both the six year old and the 16 year old are deaf is hardly a valid excuse for such an arrangement.

For at least 30 years students of psychology and education have had emphasized to them the importance of individual differences. It would be hard to find a person teaching in our public schools today who would not be able to give an extensive exposition, with many examples to illustrate the universally accepted philosophy that it is important to recognize the matter of individual differences

between children. And yet we see a complete disregard of this factor among certain teachers when they are concerned with the area of speech for the deaf and the area of lip reading for the deaf. A program which insists that throughout the deaf person's educational life he must conform to communicating expressively only through speech and receptively only through speech reading is completely ignoring the factor of individual differences.

Deaf people vary in their knowledge of the English language. They vary in the quality of their eyesight. Nearly any teacher of the deaf will admit deaf people vary in their ability to read the lips, and yet this individual difference is ignored when the matter of receiving general knowledge is considered. Nearly all people will agree that the intelligibility of the speech of deaf people varies tremendously. The amount of residual hearing of the individual has its effect. The quality of the teaching he has had and the age at which the individual lost his hearing, are all factors which influence the intelligibility of the speech of the deaf person. In addition, his basic knowledge of the English language which he is trying to use is exceedingly important. And yet these considerations are all completely ignored when setting up a single standard and limiting instruction to a single method of communication, i.e., an entirely oral method of communication.

The oral method of communication can be supplemented by manual finger spelling, with little or no loss in oral skills. It should be clearly understood what manual finger spelling is. It is the formation of each letter of each word with the fingers of one hand. The person who is spelling includes every letter of every word, and uses grammatical English. It should be clearly understood that manual finger spelling is not the sign language, and the two should not be confused. Skilled teachers can speak and finger spell simultaneously without appreciably slowing down the rate of communication. Introduction of finger spelling as a supplementary means of communication after a child has reached the ages of 10 or 11 gives time for a good oral foundation to be laid, and oral habits to be formed. It also helps provide for the individual differences for the larger number of deaf children who cannot master oral communication sufficiently well to be dependent upon it to gain their knowledge of content subjects.

Another area of which all teachers of this and the immediate past generation have been made well aware, is the importance of good

mental hygiene. This includes both good mental hygiene for the teacher and good mental hygiene for the pupil. This is a very broad area but some of the specifics involved are an emotional climate where the individual is not subjected to frustration any more than is necessary. Good mental hygiene includes the opportunity for the individual to excel and to attain status in at least one area. It includes the opportunity to compete on even terms with one's peers. The deaf child who is continually forced to compete with others who are superior to him in many ways, the child who continually faces frustrations because the people around him cannot understand him and who stands out because he is one of the very few who are different, is not in an environment which contributes to good mental hygiene for him.

#### **Basic Rules—Applied**

It is the thesis of this paper that these rules which apply to education in general, both should and can apply to the specialized area of education of the deaf, but only in the situation where the school is large enough to allow these factors to come into play.

This is not basically a question of a difference between a residential school and a day school. It is both a question of difference in size and philosophy of method. The matter of whether a child lives at home and goes to the special school for the deaf or lives in the school for the deaf is not the point at issue here. The California School for the Deaf at Riverside is basically a residential school. However, with almost 40 day pupils, it has more children who are enrolled at the school living at home than 183 out of the 210 day schools and day classes in the United States.

An educational program which is going to do justice to the individual deaf child must be large enough to employ qualified teachers, provide supervision of those teachers of a nature which can truly be helpful, have enough children enrolled to have classes with homogeneous grouping, have a program which is flexible enough to allow for the individual differences of the children, and provide an environmental climate which conforms to the rules for good mental hygiene.

We have had a unique experience at the California School for the Deaf at Riverside because this is a new school, admitting its first pupils in February, 1953. The present enrollment at the school is 340 children. The age range of these children is from five and a half to 20. This student body is made up

of children who have come from a wide variety of educational backgrounds. The large majority of our older children came to us from day school programs throughout southern California. We did not accept any transfers from the other California residential school, located in Berkeley, of children who were 14 years of age or older. We have a few children who attended residential schools in other parts of the country and who have now moved to California. We have some children who were admitted to our school as beginners and whose only educational program was received at our school. We also have a few older children who had little or no educational background before coming to Riverside, and who had to start their first schooling at anywhere from eight years of age to 15 years of age.

We have arrived at some hypotheses concerning these children that we have received from the many kinds of backgrounds. One of the interesting things we have discovered is that by and large the children who come in to us from other than residential school programs not only do not know how to compete but seem to be under the impression that because they are deaf, special concessions should be made for them. Most of our boys came to us with no previous athletic experience whatsoever. We have established a football team, basketball team, baseball team, track team, and swimming team. We compete with hearing high schools in our general area, and as is to be expected with a group of boys who have not had much previous experience, we have not won many contests. However, the fact that we have not won is not our major problem. Our major problem is one of keeping the boys from quitting as soon as they get behind, regardless of whether it is a basketball game or an individual race. Apparently a large proportion have been brought up in a situation where they did not have to compete on the basis of their own merits. They have all too often been in a situation where the hearing people were supposed to make a special place for them because they were deaf, or else they were kept on the outside altogether. There seems to be little evidence that integration with hearing children resulted in the development of these deaf children as well-adjusted individuals.

We find few who ever participated in school programs or plays, who knew how to dance, or who participated in teen-age activities with hearing children in the communities from

which they come. Some traveled miles to make contact with other deaf adolescents, while others resigned themselves to virtual social isolation. After a year of many planned activities with others of their same age, the social adjustment and attitude of most of these young people have improved remarkably. The evidence of this is in the reports of the parents of these children to the staff at the school, as well as the comments of the pupils themselves.

It is apparent with all too many of these children that the concentration in their educational programs previously has been on a limited area of communication while many other areas which are important in the life of everyone have been almost completely ignored.

#### Segregation—Psychological or Physical

A criticism which is frequently made of a school which brings deaf children together in a large group is that such a school is segregating the deaf child. We are of the opinion that segregation is much more likely to result from a psychological situation than it is from a physical situation. The deaf child who is physically with a group of hearing children, but who cannot communicate with them and as a result does not actually participate in their play, the deaf child who is physically with his own family at the dinner table but who does not participate in the conversation around the table and cannot understand what the others are laughing at when another member of the family tells a funny story, the boy who is an average athlete but who cannot go out for the football team or the baseball team because the coach does not have time to teach the deaf boy individually the skills he must learn, is in each situation segregated even though he is apparently physically included within a hearing group. On the other hand, the deaf child who is with other children and with adults with whom he can communicate freely and easily, who can compete with his peers for a place on the football team, who can attend a party or dance and not have a feeling that he is different from everyone else there is not segregated. In each situation he is emotionally part of a group.

A limited and inadequate program for deaf children can do irreparable harm because it is taking years out of their lives when they could be in a program of adequate size and adequate quality whereby they can truly benefit.

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# Television for Deaf Children

## What has television done for our deaf children?

Television for deaf children is now routine in England. We publish below an article by Ursula Eason, producer of the British Broadcasting Company's Children's Television Program. It is hoped that it will interest our television broadcasters sufficiently to produce such programs in the United States in the future:

The first regular series of television programs for deaf children was started in June, 1952, and has continued monthly.

The idea of the programs for deaf children had long been in the mind of the head of BBC Children's Programs, Miss Freda Lingstrom, but it was not until a regular daily program for children had been established for some time that she felt justified in giving part of the time to a section of the audience.

Before the regular series began there was an experimental program which was generally agreed not to have been very successful. It consisted of a story told in pictures with the spoken words of the story repeated in running captions like subtitles. The words were too small for easy reading on small television screens and went too fast for children whose chief difficulty is words. So for the regular series we sought further advice and asked for the cooperation of the National Institute for the Deaf, the largest society in England dealing with the welfare of deaf people. The editor of the Institute's magazine "The Silent World" was appointed adviser and scriptwriter for the program, and his cooperation has proved invaluable. The Institute gets reactions from schools and members of the Institute on the program's presentation and content.

We realize that deaf children can get a lot of pleasure from watching normal programs but many of these must be puzzling to those to whom words are a constant difficulty. We know that deaf children are the same as any other children in their interests and in their intelligence, and superior to many in their quickness in taking in pictures and in their powers of concentration.

Where programs for deaf children should specialize is, we feel, in the presentation of words. Our formula has been very simple: never show on the screen words—either

spoken for lip reading or written—at the same time as movement. Our plan is to tell children beforehand what they are going to see and then to show the action. They cannot watch lips and action simultaneously.

In England the teaching of deaf children in schools is purely oral. All teaching is done by lip reading and children are discouraged—in some cases punished—for using finger spelling or signing. It is for this reason that we have adopted lip reading in program announcements. But some teachers feel that finger spelling may be used to help give a wider background and knowledge to deaf children out of the classroom. To meet the views of these teachers we have occasionally included items which show finger spelling, but we do not use the sign language which, it is felt by many teachers and workers for the deaf, only increases the isolation of deaf children from the normal community.

The aim of the program for deaf children is entertainment. If in the course of the program the children get something of educational value or are helped with their lip reading, then we are very glad, but this is a secondary consideration.

I have mentioned the opinions of teachers because it is through them and the schools that I have received valuable comments on children's reactions to the program. Also, many of the residential schools in this country have television sets and the children do their main viewing in the schools.

At first, action was always shown with no sound at all. Many people suggested that normal sound should be included, so our plan has been changed. We now include sounds that would normally accompany the actions and we have musical backgrounds to mime, comedy and film. But we never use sound to make movement clear as normal television programs do. In other words, the vision in all these programs is complete and self-contained and sound is only supplementary to sight. Explanation is given by an announcer speaking in closeups with the mouth as near as possible in the center of the picture. This is followed by a report in written caption form of what has been said and then comes the action. This method of presentation has been

generally well received and seems to be the most satisfactory form. We have experimented with stories for lip reading only. We have shown pictures only without explanation and sometimes this is successful. But on the whole we feel that the formula of explanation followed by movement is the right one.

What we are trying to do in these programs is to present the same kind of material as in normal children's programs, but made explicit through sight alone. There are many limitations, the most serious being lack of time—only fifteen minutes a month (the boldface are ours.—Editor)—and I am afraid that with (England's) television at its present stage it is not possible to increase this.

The content of the programs takes the form of a short "magazine" presentation. Comedy, usually in mime, conjuring and magic without patter, knockabout clowning—these we know the children enjoy. How to do and make things—shown visually with a minimum of written captions at key points—and natural history are other ingredients. We show information films of industrial processes, other countries and so on, and "break" them at key points to include captions explaining what is to follow. Perhaps the most popular items are films made in schools for the deaf or of some activity in which deaf children themselves are taking part. We try also to reflect the work of clubs and societies. For instance, the National Institute for the Deaf sponsors an annual show of paintings and handicrafts by deaf children, and we borrow the prize-winning entries to show on the screen.

We have also attempted an explanation of news, events. For instance, before the coronation we showed—by means of film, animated diagrams and a working model of the procession from the Abbey—exactly what the Queen would be doing on Coronation Day, in the hope that the television program would be clearer for children who could not hear the commentary. Similarly, after the climbing of Mount Everest, we broadcast a program explaining the difficulties of mountaineering.

Specially made films, which would be particularly valuable, are used rarely because of their cost. Plays we would like to present specially for deaf children are almost impossible except in mime. Many have suggested running subtitles to cover dialogue, but it is surely too much to ask children to watch dramatic action and at the same time read captions which may contain unfamiliar words. Screen size is another limitation. To have all

the words spoken in closeup would almost certainly ruin dramatic action. Mime plays seem the answer and we are experimenting with these. On the whole, reactions to the program have been very favorable. At first this may have been due to the fact that there was a program specially for deaf children. A sense of isolation and of indifference to their needs is, we know, felt by many deaf people. The general public remains very ignorant of the difficulties of the deaf. We know from letters from normal-hearing children that these programs have helped to bring their needs to more general notice. And the deaf are delighted to have a special program of their own.

This, however, is not sufficient justification for a series, and we apply exactly the same standards of performance and interest as to similar normal-hearing children's programs. Inevitably, presentation method slows the tempo of programs. And some older deaf children feel the contents are babyish and too "easy."

We are now experimenting with another series designed for normal-hearing children but considered suitable for the deaf. We try to justify the label by including only material so visually clear that words spoken out of vision do not mean any loss of understanding for the deaf. The programs are aimed at older children. We occasionally include a caption, but we do not caption all words spoken in vision. Anything spoken in vision is shown in closeup and in simple words spoken slightly more slowly and deliberately than normal. The first two programs have been generally well received.

One secondary result of both series is, we hope, to make deaf children feel more a part of the general community. In "Wednesday Magazine" we will include deaf as well as normal-hearing children in the programs. In the series for the deaf, we include deaf children wherever possible. They are found very cooperative, very quick to realize what is happening and remarkably free from self-consciousness. They do need a good deal of rehearsal and must know exactly what is expected of them. Once they have grasped this they do not forget and carry through with charming spontaneity.

Quizzes are popular. In lip-reading quizzes we ask the children to illustrate a sentence spoken to them. We have had visual quizzes showing two photographs one after the other. Both show a number of objects, but the posi-

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# *The California Palms*

RICHARD G. BRILL, Ed. D., Superintendent

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California School for the Deaf  
Riverside, California

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## Driver Training and Education

In recent weeks there has been increasing concern about our traffic accident and casualty toll on the part of national, state and local officials. Most persons who have studied the problem agree that although stricter legislation and enforcement may help to check the rising accident rate, these are not the basic solutions. The basic problem is to develop correct driving habits, skills and especially proper attitudes.

We are concerned with these habits, skills and attitudes in our driver training and education program. That there is a need for this program is self-evident. Too many of our students who have been taught certain skills and sufficient knowledge of rules to pass a simple written test have been allowed to drive on our streets and highways without a basic philosophy or attitude toward driving. Some of these students have already been involved in two or more accidents. Several have been given one or more citations for reckless driving, speeding and other violations.

If the deaf are to continue to drive they must maintain their excellent record of safe, sane and alert driving. However, a record of arrests and accidents by even a small minority could have an adverse effect on present laws affecting deaf drivers. For this, if for no other reason, our students must be taught not only the fundamental skills and habits, but especially those attitudes which will tend to make them safer, saner, more courteous and more law-abiding drivers.

Driving, like any other subject, should be taught by qualified persons under the best possible conditions with ample time to cover the subject thoroughly and to explain and

clarify those things which might be misunderstood. And above all, time and effort must be given to the development of correct attitudes so that the student will become a safe motorist instead of an insurance risk.

The driver training and education program at CSDR is now in its third year. At present the program consists of twelve weeks of driver training and twelve weeks of driver education. The driver training classes of four students each have driving lessons daily. The driver education classes, with a maximum of ten students, also meet daily. At this rate 24 to 30 students a year are given the complete course. The present program is limited because of lack of instructor time, but plans for the future call for additional time to be given to this required subject.

Parents could cooperate with this educational program by asking their children to wait until they have completed these classes before being permitted to drive. After they have received the initial instruction in the school program, it would be well for each student to have additional practice behind the wheel with emphasis on correct attitudes. Each student receives six to seven hours of actual driving experience which is sufficient to learn correct driving habits but is not enough practice for smooth, flawless driving. In addition, each child should have an instruction permit in order to practice before taking the examination.

With cooperation between the parents and the school we should be able to safeguard the privilege of driving for all of our deaf students.

WARREN FAUTH  
Teacher, Upper School

## Parent Teacher Counselor Association

The Parent Teacher Counselor Association of the California School for the Deaf, Riverside met March 10 in the Social Hall.

A panel of parents discussed "Weekend Activities of Deaf Young People at Home." Mr. Howard Lane of Whittier acted as moderator for the panel. Taking part in the panel discussion were: Mrs. Al Healy, Mrs. Frank Merritt, Mrs. Felix Napolitano, Mrs. Clare Scallon, Mrs. Thomas Wauson, Mrs. Frank Zvada and Mr. Daniel Vance.

The last meeting of this school year will be Sunday, April 28. There will be an election of officers preceding the program. All parents are urged to attend and help support their organization.

## Spring Dance

Big sombrero posters with "Vengan a la fiesta en Mexico" invited the Upper School students to their Spring dance on Saturday evening, March 2.

The theme, "In Old Mexico", was carried out throughout the evening. The stage was a market displaying sarapes, baskets, maracas and Mexican ceramics. The room was a cafe. The program, printed in Spanish, introduced everyone to a variety of dances.

- I Pablo Jones  
(Paul Jones)
- II La Varsoviana  
(Mexican Folk Dance)
- III Senoritas Interrupcion  
(Girl Break)
- IV Baile del Sombrero  
(Hat Dance)
- V Maestros' Interrupcion  
(Teachers' Break)
- VI La Raspa  
(Mexican Folk Dance)
- VII Buenos Noches  
(Good Night Dance)

The floor show was under the direction of Mrs. Connie Shuman.

Boys and girls gaily dressed in bright colors served typical Mexican refreshments of chili-burgers, grape punch and Mexican pastry.

Senoritas Molly Merritt, Penny Healy, Michelene Gamache, Sonia Kracer and Seniores Bill Holgate, Kenneth McCarty and Tom my Scates were the ballarina who performed a group of Mexican dances for the floor show.

## Valentine Party

The Middle School Valentine party for the rotating classes was held in the Social Hall, Saturday evening, February 9.

The door to the Social Hall was framed by a large heart through which the children entered the room. At the opposite end of the room the stage was decorated like a huge valentine. Red and white streamers formed a canopy for the entire room.

The evening's entertainment consisted of social dancing. Prizes were given during the party for the Statue Dance, the Balloon Dance and the Heart Dance. These were won by Bonnie Whitsaman, Douglas Fowler, Sidney Kaufman, Robert Womboldt and Francine Cameron.

Refreshments were served at 9:00.

The final dance was the "Bunny-Hop", which carried the children out the door and sent them on their way back to the dorm after an evening of frolicking.

## CSDR Pupil Contributes To Polio Fight

As this is the time of year when we have been thinking about the fight against polio, it is interesting to note that one of our own girls made a very real contribution to that fight. Last summer Laura Dinndorf and her sister, with the help of their parents and other interested adults, staged a backyard carnival to raise money for the Orange County drive for Infantile Paralysis. The idea came about because the girl who lived next door to Laura had contracted polio, and Laura wanted to do something about it. Santa Ana merchants donated refreshments for the carnival.

A child television star lead provided the entertainment, and the guest of honor was a movie chimpanzee.

The carnival was successful. Laura and her sister put a check for over one hundred dollars into the mail for the "Pennies for Polio" campaign.

## Teacher Trainee

Miss Annette Shippee of Riverside is doing practice teaching at CSDR this term. Miss Shippee is a Senior at Los Angeles State College.

## Meeting of Day School Teachers

About ten of our faculty attended a meeting of day school teachers of the deaf held at Los Angeles State College all day on Saturday, March 23. In addition to a general meeting where Mr. Charles Watson, Consultant in Education of the Deaf in the State Department of Education, outlined the many problems facing the day schools and day classes, there were five workshop groups. Some of the questions these groups discussed concerned the state residential schools as well as the day schools. There were about 100 teachers of the deaf from the various centers in Southern California at this meeting.

At the conclusion of the meeting Dr. Brill extended an invitation to the group to hold its next meeting, probably next fall, at CSDR.

## Dress-Up Day

There has been initiated a day called "Dress-Up Day" at CSDR. Each Friday the boys and girls throughout the school are asked to make a little special effort to come to school even better groomed than usual. "Go-to-church clothes" or "party clothes" are not to be worn, however. These dress-up days are merely a part of the general program to help teach the children good and appropriate grooming.

## **LOWER SCHOOL NEWS**

### **Our Aquarium**

We have an aquarium in our room. We had one fan tail goldfish and one snail.

One day Henry Cogswell brought four baby guppies to our room. They are very small. They can swim very fast. Now we have five fish and one snail. It is fun to watch them.

MRS. GATES' CLASS

### **Our Garden Has Grown**

A long time ago we planted a garden. We planted little tiny radish seeds and turnip seeds.

We waited and waited. After awhile the plants came up. The rain and the sun made the plants grow.

One day we pulled a turnip and four big red radishes out of our garden.

MRS. SIEFE'S CLASS

### **Fingerpainting**

The boys and girls of Lower School went to the Social Hall one day. We saw a movie about "Fingerpainting." A woman made paintings about flowers, trees, leaves and the outdoors. We wanted to paint, too.

Miss Paxson asked the boys and girls to make fingerpaintings. She asked us to bring them to the Social Hall.

We painted flowers, trees, cactus and leaves in red, yellow, blue and black. We took the pictures to the Social Hall. Each class stood up and showed their work. The paintings were very good. It is fun to fingerpaint.

MRS. FAUTH'S CLASS

### **Our Trip**

We went to the grocery store. We rode in the suburban. Miss Clements drove. We walked around the store. We looked and looked. We saw lots of food. We bought four apples, four oranges, six bananas, two lemons and twelve carrots.

We cooked the carrots and ate them. We made lemonade and drank it. We ate the fruit.

MISS CLEMENTS' CLASS

### **The Little Rabbits**

Mrs. Johnson brought three rabbits to our room one day. We petted them. They were little and pretty and soft. One was black

and white. One was grey and white and one was grey.

The rabbits were five weeks old. They had blue eyes. They had long ears and short tails.

They walked and hopped. They wrinkled their noses. One of the rabbits scratched its ear with its foot. He cleaned its soft fur with its sharp teeth. One ate some food.

Mrs. Johnson picked up one of the rabbits by the skin on the back of its neck. It did not hurt the rabbit.

MRS. STEPHENS' CLASS

### **Our Valentine Party**

There were many pretty valentine boxes in Lower School. All the children put valentines in them. At 1:00 P.M. on February 14, the boxes were opened. Everybody got some valentines. At 2:00 P.M. the children played games outdoors. Then we went to the Social Hall for a party. We had pretty valentine cakes and ice cream. Everybody had a good time.

MISS LOUGHRAN'S CLASS

### **Our Trip**

On Monday, March 4, we went to visit a rabbitry at Mrs. Johnson's home. It was about sixteen miles from Riverside. We rode in the suburban. Mrs. Hritz drove it.

There were almost 4000 rabbits in hutches. Some of the rabbits were big. Some of them were little. They had long ears. Some of the rabbits were white. Some of them were grey and some were black. We fed them. We petted them.

Mrs. Johnson showed us many, many parakeets. The parakeets were pretty. They flew. They ate seeds.

We saw many, many worms in a box of dirt. The worms are used for fishing bait.

We enjoyed the trip.

MRS. HRITZ'S CLASS

### **My Trip**

Linda Briones and I went to the Indio Fair with Mr. and Mrs. Panish at nine o'clock one Saturday morning. Mr. Panish drove the car. Linda and I sat in the back seat. I think we got to the Fair about 10 o'clock. We walked around and looked at things. Then we ate lunch.

After lunch Linda and I rode on the ferris wheel. Mr. and Mrs. Panish, Linda and I saw the movie about the Indio Fair.

Mr. Panish drove us back to school. We had lots of fun.

Alice Sargent  
Mrs. Kelly's Class

## THE JUNIOR PALMS

### From Middle School

Junior Editors: Jean Jones and Mercedes Acuna

Reporters: Sidney Kaufman, Bobby Womboldt, Clair Benham, Frank Scolaro, Dick Ramberger, Mickey Cox, Jim Hernandez and Larry Stillwell.

Faculty Advisers: Miss Alyce Thomas  
Mrs. Anna Rush

### Spring News:

Classes J and O had a good assembly program on February 21. It was fun to guess the February birthdays.

The next assembly program will be the P. E. program. The tumbling team will be in it.

Classes M, N and O tell about what a good trip they had to Knott's Berry Farm.

We are sorry that Mrs. Turechek is out of school. We hope she will be well soon. It's nice to see Mrs. Bell again.

Have you seen those cute pink baby rats in the science room?

We had T. B. patch tests on our arms. It's good to have them off again.

Every Friday will be Dress-Up Day. One Friday when we were dressed up, we had our pictures taken for the year book.

Classes C, D, E, F, G, H and I will have a St. Patrick's Day party on March 16.

### CLASS C

The class had a surprise party in their room on Thursday, March 7. They had pop and candy. Leroy Harper, Joe Ferrez, Jackie Long and Nancy Sanders won prizes.

### CLASS D

#### "Little Red Riding Hood"

Class D gave a play "Little Red Riding Hood" in the classroom. Some classes went to see it.

Little Red Riding Hood.....	Margie Gathercole
Mother .....	Joy Ambler
Wolf .....	Mickey King
Grandmother .....	Mark Robinson
Woodsman .....	Ernesto Murilo

Gilbert Ortego helped with the props.

Several of the classes and many of the teachers watched the play. They clapped. Miss Kitchen was very proud of her boys and girls.

### CLASS E

Class E went to the post office. They saw many workers. They saw some workers sort mail. They saw a worker weigh packages. The worker put stamps on the packages. They saw many mail boxes. Some of the boxes had letters in them. They saw many windows. One window was for stamps and money orders. One window was for general delivery. People came there to get their mail.

They saw a dime store, a jewelry store, a drug store, a clothing store, a shoe store, a ladies' shop, a bakery and a grocery store, too.

### CLASS F

Freddy Duran saw a lizard. He thought it was a snake. Mr. Barrett caught the lizard. Its tail broke off. The tail wiggled. Floyd Vincent got a lid to put water in for the lizard.

Mr. Barrett took the class to see new houses on March 6.

### CLASS G

Class G went downtown to visit the Riverside City Library. They saw hundreds of books and many interesting things. Two librarians talked to the class. One of the librarians told about the card catalog. The other librarian told about the books in the different rooms.

Class G is busy with its many pets. Mike Nunn takes care of the rat. Chris Bello takes care of the parakeet. Rene Gamache cleans and feeds the fish. Billy Travis has the guinea pig for his duty.

Dale Ice was twelve years old March 5. Laura Dinndorf was eleven years old March 8.

Class G went to Mrs. Tennis' house for a birthday party for Dale and Laura Friday afternoon, March 8.

Billy Travis' family has moved. His family now lives in Torrance.

Sandra Thompson has glasses! They are becoming.

Marlene Murrell is lucky. She has four pets. Her newest pet is a kid. She has a parakeet that Patty Davis gave her. Marlene has a horse and a calf.

Judy Hubbs is going to get a horse soon.

#### CLASS H

The class visited an orange grove near the school the end of last month. It was interesting to see the smudge pots, the wind machine and the cement heads which are a part of the irrigation system. There was no water in the irrigation ditches but they saw the holes where the water comes out of the cement heads. During the week that followed their trip to the grove, they constructed a small orange grove of paper and studied the growing and picking of oranges.

#### CLASS I

Class I went to Mt. Rubidoux one Tuesday morning. They rode in the suburban. Miss Paul drove. The road was open at 9 o'clock. The road went up and up. Mary Bumbarger was afraid. It was a long way to the top. At the top the class saw the Peace Tower. They saw a big rock with the Scout Oath written on it. At the very top of all was a big wooden cross. Miss Paul took pictures of the class. Elmer Anderson and Clifford Garbett played Indians. They hid behind some rocks. Ferrell Tacker, Mary Bumbarger and Sue Dymond followed a trail. The rocks were painted white. They saw an old bell. Down below they could see Riverside and West Riverside. The houses looked small. Class I liked this trip the best of all so far.

#### CLASS J

Class J likes March. It means spring will soon be here.

Class J helped with the program last February 21. Linda Cummings and Gordon Johnson hid behind a heart for St. Valentine's Day. Bobby Skedsmo made a good ground hog.

Mike Silvis went home with Gordon Johnson one week end. They had fun visiting Disneyland.

Laura Van der Laan's father is home from the hospital. We are glad.

Linda Lewis went to a church party one week end. She had fun.

Poor Torrie Bailey! Her dog ran away. Finally it was found. Torrie is happy again.

Mike Golightly and Torrie Bailey are on the tumbling team.

#### CLASS K

Harry Von Meeden and Douglas Fowler went to Indio with the Boy Scouts. They saw an airplane and a boat. They saw a man and a woman throw a flying saucer.

Harry was cleaning the rat cage in Mr. McGarry's room. The rat bit him on the

finger. He said, "Ouch!" The rat fell. Harry went to the Infirmary. The nurse put a band aid on his finger.

The boys made periscopes in science class. A periscope is used on a submarine to see above water. They made their periscope with paper, tape and mirrors.

#### CLASS M

Phyllis Wheeler went home with Sandra McGahey for the week end.

Paul Geyer brought an old fishing reel to school. A preacher gave it to him. It is a hundred years old.

Paul Garbett bought a boy and a girl hamster. He paid two dollars for them. Their names are Tom and Jerry. He feeds them rice, lettuce and carrots.

Skippy Mangum's rat had nine babies. They were pink and had no fur. Everyone was very excited.

Melinda Watson showed us her house in Anaheim when we were on our way to Knott's Berry Farm.

#### CLASS N

Norma Cisneros has a new baby brother. He was born on January 28. His name is Ronald Greg Cisneros. He weighed six pounds and eight ounces. She was happy to get a new brother.

Ella Sargent went home with Betty Lou Roberts. They had lots of fun. Ella's birthday was March 6. She had a birthday party in Mrs. Rush's room.

Miss Chapman took Shirley Brown and Norma in her car to Apple Valley for the Fashion Show. It was very pretty. Norma wore her pink jumper and striped jacket. A man took a picture of them.

#### CLASS O

Butch Gongaware was absent from school a week. He had blood poisoning in his leg.

Francine Cameron's mother's ankle is broken. It is still in a cast.

Susan Courtney is now living in the dorm. She likes living at school. Susan is sewing on a sacque for her future sister or brother. Susan modeled her dress at a fashion show in Apple Valley on February 16.

Class O enjoyed helping in the assembly program last February 21. We think Chris Hunter made a good Babe Ruth. Jerry Pratt was a fine George Washington and Charles Lindbergh. Butch Gongaware looked just like Lincoln. Bill Ramborger looked like Thomas Edison and Charles Dickens.

### CLASS L

We are the reporters for the Junior Palms. We had fun collecting the news.

Dick Ramborger is on the tumbling team.

We miss Mrs. Turechek. We hope she will soon be well.

Everybody looks nice on Dress Up Days.

### THE SENIOR PALMS

From Upper School

Reporters, ..... Upper School Pupils  
Department Advisor ..... Mr. C. L. Gover

### RANDOM NOTES

Congratulations, Stanley Bassett!. We read that you made the second team in basketball in the All-Arrowhead League.

Two more members of the faculty are proud of their new possessions, a poodle for Miss Emerick and an afghan for Mrs. Fahey.

Class G has a new member, Peggy Domenick. Welcome, Peggy, we hope you'll be happy with us.

At the studio having their pictures taken in caps and gowns for the *Scarlet and Gray* the seniors were excited, but none could beat Dory Hazelbaker. As soon as she stepped into the studio room proper, all lights went out. After this was fixed and Dory sat down on the bench in front of the lights, her glasses came apart! Take it easy now, Dory!

We are happy to hear that Mrs. Turechek is back home and convalescing nicely after her operation. Best wishes for a speedy recovery, Mrs. Turechek.

Don't we students look nice on Fridays which is "Dress-up" Day? How about doing it more than just once a week? Let's look neat every day!

One afternoon there was some munching in the classrooms after Mr. Turechek passed out some candy to the students. It was from the Jerry Vogel Foundation, Inc., which remembers us each year.

Bob Powers, did you get blisters walking from the downtown bus station to school on a recent Sunday?

The Boy Scouts have been very busy on their project. Have you noticed that they have already poured the cement for the slabs for the floor at the picnic area? We are now eagerly watching for the roof to take shape!

Have a happy and safe spring vacation, everyone!

### An Experiment

We studied about "Water in Plants." Last week we tried an experiment. We put a stalk of celery in a jar of water. We put red ink

in the water. The celery changed color. The red ink went up the stalk. We cut off a piece of the stalk. There were red spots on the end of the stalk. The leaves had many red lines. We saw where some of the water in a plant goes.

ANN NEWBY

### Television Program

On Saturday morning, February 16, some of us students were awakened at 4:15 a.m.

Reverend Kibby came at about 5 o'clock and took Ginger Wauson, Gigi Fallin, Molly Merritt, Kitty Johnson, and me to San Diego.

We were on a television program in connection with the San Diego Baptist Church for the Deaf. In the sign language we "sang" hymns of "God's Way" and "Jesus Is Real to Me".

We were disappointed that our friends who live outside of San Diego county didn't see this TV program because the programs are not televised outside the county.

Before we returned to Riverside we visited a lighthouse, the zoo and the museum.

The TV program was a new experience for us and we enjoyed the day very much.

MARVIN MULDER

### "Old Mexico" Dance

For the Upper School students on March 2 there was a dance with Miss Smallwood, Miss Stratton and Mr. Barber in charge. The theme of the dance was "Old Mexico".

The decorations in the Social Hall were lovely with an atmosphere of Mexico. Many posters which the boys and girls in art class had painted were hung upon the walls. On the stage was a "street market booth". The "roof" was covered with sarapes. On the counter were many pretty and bright colored Mexican wares. Near the walls in the room were card tables and each had a candle-dripped bottle with a burning candle.

There were different kinds of dances with gay music and everyone joined in.

During intermission we had delicious refreshments of chiliburgers as "tacos", apple turnover pastry, and grape punch as "wine". While we were eating, there was a floor show. The boys and girls did Mexican dances. Penny Healy did beautifully in a Spanish dance where she used castanets.

When we had our "Good night" dance at 10:30, we could hardly stand on our feet and though we had a marvelous time, we were so tired and we were ready to say "Buenos Noches"!  
RAE ETTA MARQUIS

## A Fishing Trip

Last Saturday morning at 4:30 my father, two men and I went to Mexico to go fishing. One man borrowed his friend's boat. We went out in the ocean to fish. My father got five fish. I got twelve fish. One man caught one fish and the other man caught two fish. The fish were about 24 inches long. At 3:00 we left Mexico and went home.

RONALD BOUGHTON

## Book Report

Title: "Born That Way"

Author: Dr. Earl R. Carlson

Publisher: The John Day Company

Earl Carlson was born during a blizzard in a small town in Minnesota. He was blue and breathless and suffered a brain injury at birth. His family also suffered from poverty.

When he was very young, he could not walk at all. He used canes and tried to walk, but it was difficult for him to avoid falling down.

At the age of five-and-a-half he had a good friend named Harold. Harold was tall and handsome, but was very shy. Harold and Earl played together frequently. One time, Harold took Earl's canes away from him. Earl stood up and did not know what to do. Gradually he tried to limp without them and succeeded. He became very excited. He went home and told his mother that he could walk. This was a wonderful miracle. His mother said it was no miracle, but was due to all the exercises he had been doing. Earl liked to believe it was a miracle.

At school he had a hard time controlling his handwriting. One of his classmates thought it would be easier for him to use his typewriter. Earl tried to type and soon he loved it. He made good grades at school, very few below average. His mother had told him never to get poor grades.

One day he went into the fountain at a drug store and ordered a milk shake. The clerk put the glass of milk shake on the counter and took his money. The clerk then threw a quarter change at Earl from far off. He could hardly reach it, but tried, and upset the milk shake. It fell to the floor and broke into a thousand pieces. Everybody at the fountain gazed at him. He was very humiliated! That was one of his embarrassing moments.

At college he wanted to become a doctor. He studied the nerves, brain, muscles and

so forth. He also studied what resulted from a brain injury. Later he became a doctor for spastic children. Hundreds of children went to his clinic and sought his help.

He married a girl named Elisa. She also works with spastic children and is a graduate nurse.

Now Dr. Carlson is a famous doctor. He was determined to be a doctor and overcame his handicap. I am proud of him. I would like to become a teacher of spastic children, and I hope my dream will come true. I will see what the future holds.

PAULA SLAVIN

## Making Hypo Crystals

One day Mr. Menson showed Class E how to make hypo crystals. We mixed some hypo in cool water. Nothing happened. Then we heated the hypo over a gas fire to make the water hot. The hypo dissolved. We added more and more hypo. Again it dissolved in the water. We let it cool.

The next Monday morning we saw the dish filled with many pretty hypo crystals. The water had evaporated.

We also have a clear quartz crystal and many beautiful purple quartz crystals that Miss Smallwood brought from Arizona.

ROCHELLE BUCH

Class E, Upper School

## LIBRARY CORNER

### Books

You will want to read:

#### IN LOWER SCHOOL

The Little Auto ..... Lenski  
Chicken Little; Count-to-Ten ..... Friskey  
Up Above and Down Below ..... Webber  
The Little Red House ..... Skaar  
Sun Up ..... Tresselt

#### IN MIDDLE SCHOOL

A Child's Book of Planes ..... Sinnickson  
Billy and Blaze ..... Anderson  
The Best Birthday ..... Hawkins  
Treat Shop ..... Johnson  
Bright April ..... de Angeli

#### IN UPPER SCHOOL

The Turquoise Horse ..... Hull  
The Prince and the Pauper ..... Twain  
All Aboard for Freedom ..... McSwigan  
Anne of Green Gables ..... Montgomery  
Mr. Quarterback ..... Gault

Many additional new books have been purchased and are being added to the library shelves. It is especially important for deaf boys and girls to read. We learn by reading. So, keep our books in circulation!

## Vocational Department News

### Vocational placement

Graduation is nearly at hand for fifteen of our boys and girls. With the event of graduation comes a natural interest in further training or placement in a working position.

We, at the California School for the Deaf, cannot guarantee placement of our graduates but we can do much to assist them in obtaining employment. To this end direct contacts with California State Employment Offices and employers in the immediate home areas of each of our June graduates have been made. To date, these contacts have required more than 650 miles of travel.

Contacts made on these field trips accomplish several things. They make it possible for us to know the employment possibilities in the home area of our pupils, to make known the availability of the boys and girls to the employment offices and to employers, to get our graduates enrolled for employment and to do an educating job with employers as to how and why they can and should employ deaf workers. As a result of the contacts which have been made the past several weeks each of these items have been accomplished. In addition to these we have been able to

obtain some rather definite promises for the employment of some of our boys and girls when they finish school this June. In general, it is felt that the employment picture for our boys and girls looks rather good.

HOWARD H. RAHMLOW  
Supervising Teacher  
Vocational Department

### Art Students Attend Exhibition

On February 27, the students in the Commercial Art class, accompanied by their teacher, Mr. Kowalewski, and Mr. Rahmlow, visited an Art Exhibition at Bullock's in downtown Los Angeles.

First, we saw an exhibition of fashions of 50 years ago. There were real dresses and suits. Then we saw the Scholastic High School Art Awards display of art work from Southern California in all kinds of art materials. The ceramics display was especially interesting. The trip was to prepare the students to enter the contest next fall. The trip was very educational and really most enjoyable.

RAE ETTA MARQUIS

### Cover Design

The cover design was prepared in Commercial Art class by Penny Healy.

## Leisure Time Events

### Boy Scout News

A trip to the Date Festival in Indio was enjoyed by 37 members of Boy Scout Troop 18 on February 16. The Scouts were especially interested in the unusual and resplendent rock collections displays. The Scouts will make some of their own rock collections under the expert guidance of Mr. Meeks. The Scouts were also fascinated by the Atomic Energy exhibits and the modern industrial and scientific displays.

The Boy Scouts are making rapid progress on the picnic area. March 9 has been designated as "Do It Yourself Day." The actual construction will begin on the landscaping, the storage building and the barbecue pit.

On March 7, Arbor Day, the Boy Scouts accepted, with proper ceremonies, ten trees from the City of Riverside. The trees were planted in the Scout Area.

In a simple ceremony Mr. Dick Hipskind,

assistant scout executive for Riverside County, presented Troop 18 with a charter for the current year and gave two awards, the Liberty Bell which was given for increased membership, and an award for completion of goals.

### Girl Scout News

The Girl Scouts had a wonderful time at their first skating party this year. They all wanted to go again and perhaps they will. The girls skated from 4:30 to 5:30. They skated in couples, in threes and singly. There were some falls but everyone had a very good time. Irene Acevedo is still learning, but is improving rapidly. Gloria Perez is one of the best skaters. Even Mrs. Phelps, our Troop Leader, put on skates, as well as Mrs. Longbotham and other leaders.

We are looking forward to some nice weather now, so we can have more outdoor activities and hikes.





## Our Dormitory Counselors

### Our Dormitory Counselors

On every residential school campus in the country there is a group of people who play important roles in the social education and development of our children. In this group are our dean of students and our counselors.

At present, to house our 340 pupils, there are ten dormitories on the CSDR campus. To supervise, to give advice, to teach the daily routine of living in a group and to give love and support to the children when they are not in the academic department are thirty-seven counselors. These are men and women who, because of some particular training or background, have been selected to live with our children. The duties and recreational activities carried out by these counselors are coordinated and supervised by a dean of students, Mrs. Mary Scully.

In Lower II Dormitory there are three counselors on duty during the hours when the children are there or on the adjacent play area. In the other two Lower Dorms there are two people on duty during these hours. In the Middle and two of the Upper dorms there are two counselors on duty, while in the dorms which house our older children there is one. Two counselors have apartments

in each dorm, so they are available at night as well as a night counselor who makes continuous rounds.

Once each month group meetings of the counselors are held at which the dean of students, the superintendent, the principal and a practising psychologist are present. Topics discussed, in addition to the many routine questions regarding the operation of the dorms, are child development, behavior and personality difficulties—including causes and their treatment. These discussions are designed to help our counselors in their daily living with our children.

This group of alert, well-trained and selfless individuals is also an integral part of our new school in Riverside—the dormitory counselors.

This picture is a typical scene in one of four Lower dormitories. The children are enjoying a period of quiet play with toys brought from home or provided by the school. The children are being supervised by counselors who are on duty, but who do not appear in the picture. The room in which the children are playing is their livingroom. It is attractively decorated and appropriately furnished for this age group.

# Dormitory News

## Lower Girls I

Our family is now complete again. Two darling little girls have come to live with us. Irma Gonzales from Santa Barbara and exuberant Marjorie Ross, a former day student.

Ice cream, cookies and colorful Valentine candy was served on the patio to the nineteen eager little girls who attended our Valentine's Day party.

All the girls had fun making Valentines to send to Anita Comstock who is now attending the Alabama School for the Deaf. Good luck, Anita. We miss you.

On February 16, Linda Briones and Alice Sargent, bubbling over with excitement, attended the Indio Date Festival with Mr. and Mrs. Panish. Although they saw many animals, they were most enthusiastic about the six sleepy, one-day old pink pigs. They were amazed at the amount of precious stones, home made furniture and clothing and the delicious foods on display. It was interesting to learn how many products can be made from dates.

It was thoughtful of Linda Ann King's mother to bring us all that lovely material for making doll clothes. We think we now have the best dressed dolls in Riverside.

## Lower Girls II

The specks you see in the sky to the east of Upper Girls I Dorm aren't guided missiles, but they are the kites of the boys of Lower II Dorm. Everyone has had a try at it. Our champion is Danny Cisneros.

## Upper Girls II

Susan Courtney is now a resident student; she lives in UGII.

Peggy Domenick came to CSDR as a student recently. Her home is in Needles, California. She is the roommate of Susan Courtney. Peggy has lived in a dorm before, in Wisconsin, so this is not altogether new to her. She likes school here, and she is enjoying dorm life very much.

Sixteen girls from UGII attended a Fashion Show at Landis Auditorium a few weeks ago. The other sixteen girls attended a basketball game that night, along with the Pep Squad.

A group of girls from Riverside College visited us Wednesday night, February 27. They taught us a new dance, looked through our rooms, and gave us cookies. We expect them to come again soon. They were surprised to see Melinda Watson draw such

beautiful pictures in such a short time. She drew them a picture of a tiger, their school emblem.

All girls from this dorm went to their own homes for the week-end of February 21, except Francine Cameron. Dorothy Hottinger invited Francine to her home for that week-end, so our dorm was closed from Friday evening until Sunday afternoon. The counselors enjoyed the few days off also.

Marilyn Reynoso and Peggy Domenick like to spend time watching Miss Kierce's "pet", a planarian. We are watching it, hoping to see it grow two heads after having its head split open. We feed it raw liver once every day or two.

Melinda Watson, Mona Wingfield and Ella Sargent have white rats for pets. They take very good care of the rats and enjoy spending time with them.

## Upper Girls I

Jaynie Fitch surprised everyone by getting married February 9. She married Robert Yoa-kum, a hearing boy, and they are living in Hawthorne, California. Everyone wishes Jaynie much happiness.

Dory Hazelbaker enjoyed the long weekend in February because her mother drove over from Mesa, Arizona to be with her. Her mother moved to Arizona last summer because of her health. Something in the Arizona air has done her good because she now feels fine.

Marvene Michael spent a busy weekend, February 21. Mrs. Michael, Marvene and her brother drove up to Santa Clara, where Mrs. Michael bought a new home. She has been transferred to the new Lockheed plant in San Jose, and the family will move there in June.

The girls are looking forward to the return of Marina Katemopoulos from Japan, where she has been since last fall. Marina is popular and everyone has missed her. Her parents had to wait a long time for permanent passports to enter this country. They are very anxious to live in the United States and they hope to become American citizens. Marina's father is from Greece and her mother is Russian. Mr. Katemopoulos has been working in Korea for the United Nations.

Dress-up days have made all of us more careful to be well-dressed and clean. We know that good grooming will be very important when we leave school to find jobs.

Shirley Brown, Susan Courtney and Norma Cisneros attended a fashion show at Apple Valley Inn, in Apple Valley, California a few weeks ago, with Miss Chapman, their Home Making teacher. They modeled dresses they had made themselves.

Joyce Stermolle received a nice portable television for Christmas. She brought it to school and uses it in her bedroom during some of her spare time.

Sandra McGahey had Phyllis Wheeler home with her for the week-end of March 1. Phyllis had a wonderful time.

Upper Girls II entertained Upper Boys II in our dorm a few weeks ago. We played group games, had refreshments and watched television.

### **Middle Boys I**

Boys in this dorm winning good-behavior awards for the past three months are Ferrell Tacker, Tom Henes (twice), Derry Keeshan, Dan Golden, John Gullo and Chris Hunter. These boys will go to the Orange Show in San Bernardino on Monday evening, March 18 as a special reward for this good behavior in the dormitory.

Gilbert Ortega did not go home on February 21 since he lives too far away. However, he had a good time here at school. Nick Mora from UBI came to sleep in MBI Dorm and both boys went to help Mrs. Scully weed her garden one day. Gilbert has a new Boy Scout uniform and he wears it proudly.

On Boy Scout work day, boys who were not Scouts went to Mrs. Carson's home to help pull weeds in her garden. They ate lunch there.

Noted in this dorm: Chris, Derry and Don have "Home Sweet Home" on their room door.

### **Upper Boys II**

When Harry Von Meeden was home for the long weekend, he went hunting. He shot an owl. Harry loves to go hunting. Maybe he will go to Africa some day and shoot a lion. Harry drove his father's car, too.

Paul Geyer plans to go fishing in April. Paul has an old fishing reel that is 100 years old.

Butch Gongaware did not return from the long weekend at home. He hurt his knee and then he got infection in it. We miss Butch in the dorm.

The Boy Scouts from UB II Dorm who went to the Indio Date Festival on Saturday, February 16 were Don Day, Butch Gongaware, Verlin Hurtt and Harry Von Meeden.

Last summer Richard King drove part of

the way to South Dakota. Richard likes to drive a car. He knows that he has to learn to obey many, many rules. Richard wants to study hard and go to college.

On Monday, February 25, Joel Bellavia's father, mother, sister and brother visited his dormitory. They liked Joel's nice room, and they thought that Joel had a nice roommate, Rudy Nunez. Joel's father thinks that he is studying better now.

Bill Ramborger's mother told him that maybe they would move to Riverside this summer. Bill hopes that this comes true. Also, Bill hopes that their house will be near Mr. McGarry's house and Miss Solheim's house.

Next summer Don Day will go by plane to Washington, D.C. with his Aunt Eva. He will see the White House, the Lincoln Memorial and many government buildings. Maybe he will get to see President Eisenhower, too. Don will learn a lot and have fun.

Verlin Hurtt wants to room with his pal, Don Day, in room 4 in the UB II Dorm next year. Verlin has joined the B track team. He wants to practice a lot so he will be a fast runner. Verlin's father is teaching him to drive a car.

Nelson Granston and Ruben Macias would like to room together in room 9 in UB II Dorm next year. They are very good friends. Nelson lost his dog, Rusty. The sheriff gave Nelson's brother a new dog.

Our new counselor in this dorm is Mr. Al Fanshaw. We are very happy to have him with us.

Our boys will have many interesting things to report after spring vacation. Maybe some of us will go fishing or camping. Probably it will be too cold to go swimming, so will have to save that pleasure for summer vacation or until our school pool reopens.

We hope everyone has a fine time and comes back to school ready to work.

### **Upper Boys I**

The boys are happy to be able see out the patio end of the living room. On Monday the boards were taken away. Incidentally, the boards fell down on Sunday and the boys tried to put them up again, but they wouldn't stay. So on Monday instead of nailing them back in place, the workmen took them entirely away.

Jack Read went to Blythe over the long weekend and went fishing in the Salton Sea. He had to stop fishing because it began to rain. Consequently, no fish.

# Sports Events

## BOYS' SPORTS

### Was Our BB Successful?

Statistics-wise, the records say no; we lost nine of our fourteen games played. On the other hand, there are factors that can't be measured by figures; there were large odds against our small and inexperienced squad. We were small in number and also small in size. Our first team averaged less than 5 feet 10 inches in height, while many of our opponents averaged well over 6 feet. We had no reserves that could relieve our first stringers for a much needed rest. One can not expect a player, handicapped by 4 to 6 inches in height, to continue out-rebounding, out-shooting, and out-playing a bigger and more experienced player that is also getting relief from the bench when he is tired. Yes, considering all factors, we had a good basketball season.

### All League

Stanley Bassett was voted the top man on the All Arrowhead League Second Team for the 1956-57 basketball season. This is indeed a high honor to receive in our school's first year of competition. There had been a league ruling that no team, or person, could receive any recognition unless the school was a full-fledged member of the league. We were not members, because we didn't play all the schools in football. Stanley's case was made an exception because it was his last year of interschool sports.

### Track-field

Due to the late start in the track season this year, it looks as if there will be less accomplished than we had expected. Our new \$35,000 track was not ready for use as soon as we had hoped. Our broad jumping pit was just recently completed, and the high jump and pole vault pits are yet to be made. This will be a building year for us.

### Baseball

In view of the fact that we wanted to concentrate on track and field right after the basketball season, we tried to re-schedule our baseball after spring vacation. Our efforts were successful with the exception of one game, which is to be played at Boys' Republic March 22.

### Home Games

March 22	Boys Republic
April 12	29 Palms
April 23	Twin Pines
April 26	St. Francis
May 3	Aquinas
May 7	Rim o' World
May 10	Elsinore N & M
May 17	Newman
May 24	Big Bear

Home games in boldface type.

### 1956-57 Basketball Record

CSDR		OPP.
*35	Big Bear	46
49	Berkeley	32
32	Twin Pines	33
*52	Elsinore N & M	43
*25	St. Francis	62
*47	Twentynine Palms	42
*36	Aquinas	37
39	Arizona	50
*33	Newman	36
42	Aquinas	38
*22	Rim of the World	25
45	St. Francis	60
*27	Twin Pines	43
*61	Boys Republic	25
545		575

\* League games

## GIRLS' SPORTS

### G.A.A. News

Basketball season is almost over and we will be picking our teams for softball and swimming.

We will be having a playday with Pacific High School in April. We will play softball and then swim. Refreshments and entertainment will follow the swimming.

Our tumbling team has been selected. They are:

Maria Alvarez	Lorelei Kevil
Torrie Bailey	Donna Larson
Patsy Bull	Carol Lindberg
Francine Cameron	Phyllis Mansfield
Susan Courtney	Lillian Quartermus
Laura Dinndorf	Joyce Stermolle
Micheline Gamache	Danny Watson
Penny Healy	Ginger Wauson
Margaret Holcomb	Meta Wilson
Judy Hubbs	Malinda Williams
Kitty Johnson	Marjorie Ross

The team has been working very hard for the Physical Education Program that will be given March 29 in the Social Hall. We, on the tumbling team, wish to express our thanks

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## Our Knott's Berry Farm Trip

(Continued from Page 11)

Last month Classes M, N and O went to Knott's Berry Farm. We went to learn how things looked a long time ago.

We saw old trains, old wagons, old buildings, a volcano and a gold mine. Some rode on the train and others rode the stagecoach.

We enjoyed the general store. We laughed at the old irons and clothes. We bought candy there.

We saw an old school. All the children went to school in one room a long time ago.

Class O went to the glass blower's shop and met a man who could fingerspell. The man gave all of the classes plastic key chains with our names on them.

We saw how a wagon train looked at night on the desert.

We went into a church that had a picture of Jesus. It looked as if Jesus opened and closed His eyes.

We saw an Indian village. The wigwams were interesting.

We ate our sack lunches in a wagon camp. It was Don Graham's and Francine Cameron's birthdays. They had brought their birthday cakes. Everyone had a piece of cake.

We went into the Haunted House. It was funny. We felt sick and dizzy. The water ran the wrong way. People sat on the wall. Water ran out of a faucet that had no pipes. The man would not tell us how it all happened.

We all had a good time at Knott's Berry Farm. We hope you can go there sometime.

CLASSES M, N AND O

## St. Patrick's Day Party

The pupils in the non-rotating classes in Middle School were entertained at a St. Patrick's party in Social Hall on March 16.

The room was appropriately decorated with green and white streamers and shamrocks.

The boys and girls had fun dancing and playing games.

## Mississippi Students Visit Campus

Recent visitors on the CSDR campus were seven seniors from the Mississippi School for the Deaf in Jackson, Mississippi. They were accompanied by Mr. Van C. Porter and Mr. and Mrs. Squire.

The students and faculty from Upper School were host and hostesses at an evening party on March 18, in the Social Hall for the Mississippi group.

Tuesday, March 19, the boys and girls toured the campus and then went on a sight-seeing trip to see Disneyland and some of the beach towns.

## Sports Events

(Continued from page 18)

to the boys who have joined our team and for the help they have given us. The boys are:

Richard Liberatore	Bob Powers
Bill Holgate	Ken McCarty
Mal Gierke	Bill Ramborger
Dick Ramborger	Rene Gamache
Freddy Duran	Mike Golightly
Michael Bielick	Wesley Feria

Our next big project in G.A.A. will be getting ready for the Sports Banquet in May. Janelle Johnson, who is our President, will be the Mistress of Ceremonies.

Our G.A.A. has really grown, we have about 58 girls in our organization now. Isn't that great???

GINGER WAUSON  
Sec. of G.A.A.

## Birthdays

### Middle School

#### March

Connie Sue Davis	Dale Ice
Nancy Price	Jo Ann Bryant
Laura Dinndorf	Ella Sargent

#### April

Clifford Garbett	Beverly Osborn
Charles Hofer	Milton Wilson
David Meyer	Frank Scolaro

### Upper School

#### March

Nelson Granston	Virgina Fallin
Jo Ann Radik	Buddy Long
Pat Zvada	Janelle Johnson
Guadalupe Zamora	Marvin Mulder
Ronald Boughton	

#### April

Karl Herkelrath	Margaret Dewey
Rochelle Buch	Gene Balzer
James Thompson	Richard Liberatore
Larry Bush	Maria Alvarez
Mark McCrory	

### Lower School

#### March

Jeanne Buller	Phelan Ray Butler
Ralph Sanchez	Malinda Williams
Monica Lane	

#### April

Beverly Goldsberry	Pamela Jordan
Margaret Rose	Warren Snyder

## Education of the Deaf and the Hard of Hearing

(Continued from Page 4)

### The Hard of Hearing Child

Programs for hard of hearing children are an entirely different matter than programs for deaf children. The basic handicap is not the same. The hard of hearing child is one who has a natural understanding of language, although this may be somewhat imperfect if his degree of hearing loss is great. The hard of hearing child will frequently have educational retardation; he may have some emotional problems, and he may have some social problems as the result of his difficulty in hearing. He is almost sure to have speech problems. But the approach to the correction of these problems is more a matter of individual attention to the child, plus specific speech work which can be given by an individual who is trained as a speech correctionist rather than as a teacher of the deaf. The whole area should not be confused with the problems which are faced by the deaf child. The same basic rules for a good general educational program would apply here as well as to the deaf child. However, these factors can be met in regular public schools because the opportunity to keep the hard of hearing child as a regular member of the public school class with a supplementary program for him as an individual is much more feasible than with the typical deaf child.

When the hard of hearing child is placed with deaf children, an injustice is done to both groups. The hard of hearing child generally is educationally so far advanced of the deaf child that he is not pressed to work up to his own capacity. In addition to being an injustice to the hard of hearing child, it is an injustice to the deaf child because it continually puts the deaf child in a comparatively poor light. The necessity of developing language, the method of teaching content subjects, and the method of teaching speech, all should differ as applied to the two groups. The speech of the hard of hearing child is more likely to suffer through his association with the deaf child who has typically deaf speech than if the hard of hearing child had the opportunity to associate primarily with children who have normal hearing and thus have normal speech. It should be recognized that the hard of hearing child is going to require more than just some speech lessons and some lip reading lessons to enable him to keep up with his own class. Depending a great deal upon the amount of hearing loss, the hard of hearing

child will probably need help in reading and in the understanding of subject matter in the content subjects. It is no solution to the problems of either group of children for a teacher to assign them some added arithmetic problems to do while the others in the class are pursuing other subjects. This is all too frequently done because both hard of hearing children and deaf children can often do arithmetic computation quite successfully where there is no language involved.

It is our contention that the hard of hearing child should be educated in a school for hearing children with a special supplementary program. Deaf children should be educated with other deaf children and in a school where there are enough other deaf children to have a well graded and complete program and a qualified staff.

—Journal of the International Council for Exceptional Children. Volume 23, February 1957, Number 5.

### Television for the Deaf

(Continued from Page 6)

tion of one object has been changed. The children are extremely quick at this kind of question, which depends on observation. Their answers (and the correct answer) are shown in writing in case deaf children at home have not been able to lip-read the child's answer.

Whenever possible we get deaf children to speak, although the born-deaf child's voice may come as rather a shock to the normal-hearing.

Deaf children are very fond of sports. Well known sportsmen have taken part in programs and discussed various games. Usually we invite deaf youngsters to take part in the demonstration.

We also include as often as possible adult deaf who can entertain by drawing or conjuring, acting, etc. or can explain their jobs. We hope their appearance may encourage those deaf children who may be beginning to be aware of their handicap. The programs have won their place in the general output for children. Audience reaction figures show that children generally appreciate them as much as similar programs for hearing children in spite of the slower tempo.

We are constantly experimenting—trying to brighten the lives of this small but important section of the child audience.

—By arrangement with European Broadcasting Union Bulletin. Reprinted with permission from Radio-Electronics, Nov. 1955.

ROY E. SIMPSON  
Superintendent of Public Instruction, and Director of Education  
F. W. DOYLE  
Deputy Superintendent of Public Instruction, and Chief,  
Division of Special Schools and Services

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RICHARD G. BRILL, Ed.D., Superintendent  
Floyd O. Howard.....Chief of Maintenance  
George Olson.....Storekeeper  
Walter Laputz.....Business Manager  
Roy Campbell.....Inter. Acct. Clerk  
William Colley.....Inter. Acct. Clerk  
Mrs. Virginia Firth.....Secretary to Superintendent  
Mrs. JoAnn Turner.....Receptionist  
Mrs. Adeane McIntyre.....Personnel Clerk  
Mrs. Valerie Chatham.....Inter. Acct. Clerk  
Mrs. Myra Shine.....Acct. Technician

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Mrs. Beatrice Harvey, Secretary to Principal  
Mrs. Fay Reese, Secretary to Supv. Teachers

#### LOWER SCHOOL

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Supv. Teacher  
Sarah Harper Abernethy  
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Ruth Clements  
Mrs. Doris DeLong  
Mrs. Bette Fauth  
Mrs. Iolla Gates  
Barbara Gruber  
Mrs. Ann Hritz  
Mrs. Sally Kelly  
Rosalin Loughran  
Mrs. Iva Siefe  
Mrs. Gladys Stephens  
Helen Toner

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John Holter  
Mrs. Elsie Turechek  
Patricia Kitchen  
Mrs. Emogene Lachenbruch  
David McGarry  
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Page Stratton  
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Carl Barber  
Gilbert Delgado  
Mrs. Joan Fahey  
Warren Fauth  
Lucy Lewis  
Stanley Menson  
Hubertine Mog  
Madeline Musmanno  
Lawrence Newman  
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Supv. Teacher  
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Toivo Lindholm  
James Meeks  
Joseph Pepe  
William Peters  
Mrs. Connie Schuman  
Lee Walton

Teruko Kubotsu,  
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Aletha Emerick,  
Girls' Physical Education

William Thornton,  
Boys' Physical Education

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Edward Neblett, D.D.S., Dentist  
Vean Stone, M.D., Ophthalmologist  
Edward Zeman, M.D., Pediatrician  
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Mrs. Ann Nagle, R.N., Nurse  
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Hugh Summers  
Mrs. Nettie Washington  
Wayne Weiser  
Robert Zech

Mrs. Mary Wilkinson, Seamstress

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Willard Allen, Cook  
Edwin Muller, Cook  
Nicholas Phillipson, Cook  
Roy Stutzman, Cook  
Ralph Williams, Cook

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Mrs. Clara Brown  
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Mrs. Anna Skinner  
Mrs. Opal Smith  
Gussie Smith  
Mrs. Mathilda Vavra

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Janitor Foreman  
Thomas Adams  
Mrs. Beatrice Blackmon

Mrs. Ida Helmes  
Leonard Herrod  
Joe Jackson  
Mrs. Marilyn Jackson

Cullen Johnson  
Andrew Lawe  
William Lay  
Maurice McCloney

Mrs. Mabel McDaniel  
Pauline Oxsteene  
Mrs. Elzora Toppin

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Marion Birdsell, Stationary Engineer  
Alfred Calvano, Building Maintenance Man  
Harold Camp, Electrician  
Wilbur Cross, Stationary Engineer  
Carl Hanson, Carpenter  
Ray Hartwell, Painter

Robert Mead, Stationary Engineer  
Howard Mitchell, Building Maintenance Man  
Hubert Williams, Plumber  
Thomas Fallon, Watchman  
Paul Garcia, Laborer  
Edward Valentine, Laborer  
Hugh Woody, Laborer

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Booker Coffee,  
Supervising Groundsman

Marcus Anderson  
Roger Dawson

William Hickmam  
Larry Tarbell

